

Evidencing the Impact of the Primary PE and Sport Premium



Charnock Hall Primary Academy
A L.E.A.D. Academy

Commissioned by



Department
for Education

2019-2020
Academic Year

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the

summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • OFSTED February 2020: There are strong links between the school and the church, sports clubs and local businesses. Staff encourage pupils to try new things such as playing musical instruments, taking part in competitive sport or drama activities. • CHPA was on target to achieving at least the Bronze School Games Mark, before events were cancelled due to Covid-19. • Inter-class competitions completed: Y6 PGL competitions, Y4 water polo x 2 competition, Y3 Greek Olympics athletics competition. • PESSPA review completed by PE Lead and Headteacher. • CHPA entered inter-school competitions e.g. Y2 and Y6 took part in indoor athletics, Tag-Rugby event • Support from Forge School Partnership for Playleaders, lunch and after school clubs. • Audit of PE equipment completed and PE plans costed for 20/21. 	<ul style="list-style-type: none"> • REAL PE training on Tuesday 1st September. To update and refresh existing staff and ensure new staff have appropriate subject knowledge and pedagogical skills using REAL PE to show cumulative knowledge and skill progression across year groups in PE skills. • New equipment identified as needed, including: cones, bibs, balls, rugby balls, agility ladder, Boccia, goal ball, Flag football equipment, bean bags, school sport kit. • Staff, parent and pupil surveys to be regularly completed at least yearly. • Further training for new staff as appropriate to need following INSET CPD. • Further support from the Forge School Sport Partnership for the Being Healthy and Safe team.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £20,900		Date Updated:17.7.2020	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Charnock Hall Primary Academy will support children to undertake at least 30 minutes of physical activity a day in school.	All pupils have received at least 2 hours of PE a week in school up to school closure due to Covid-19.		£15,000	Increased engagement with lunchtime activities across the school week.	
Begin Active mile in school is in addition to PE.	All pupils are active every day. Active mile is being implemented.		£0	Through monitoring, pupil interviews and conversations with parents, pupils show greater enthusiasm for PE and are able to talk confidently about their lessons.	
Increased participation in sports clubs, active lunchtime activities and competitive intra sport competitions.	All clubs are full and there is a culture of 'opting in' to things.		£1,500	Some pupil class learning journals show PE taking place. Learning walks show differing year groups extending their basic ball skills into more tactically aware games.	
			Sustainability and suggested next steps:		
			Increased competitions within LEAD schools e.g. Year 4 football matches against other LEAD schools.		
			School Games award KS2 Sports Mark for KS1. Without Covid-19 both would have been achieved this year.		
			Training and after school clubs to continue into the next academic year through peer support and training overseen by staff.		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Breakfast club to support children with healthy eating and attendance	Daily breakfast club up to lockdown.	£500	Breakfast club established in school.	More children to join after school clubs when safe to do so.
Children take part in high quality first quality teaching.	Accessed relevant materials. More children have joined after school clubs	£600	Children and staff have been given feedback about PE lessons.	Staff training in September 2020 to take place.
Children to take part in inter and intra competitions.	Links and arrangements made with the Forge School Partnership and within classes to conduct end of half-term competitions.	£1,200	Attendance at competitions.	When safe to organise inter and intra competitions links with Forge School Partnership.
Improve pupil performance	Improvements in pupil performance in core subjects, with the school achieving its best ever academic results last year.	Included in other areas of cost.	Pupil attainment and progress has improved throughout school. In addition, Sports Leaders have benefited from the experience of planning, organising and delivering activities at lunchtimes. They have become more confident in their own leadership qualities and being role models for their peers and others.	To use opportunities to be more active in maths and English lessons.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff to be more confident in the teaching of PE. To ensure progression in the teaching of PE.	All year groups have a progression document for PE, to ensure an understanding of previous and next steps in learning. This is broken down into key areas of PE for example athletics, team games. Enrichment opportunities also provided opportunities to apply PE knowledge and understanding to activities. Also competitions enriched this subject. Increased participation in sports clubs, active lunchtime activities and competitive intra class sport.	£500	The curriculum is being followed with a range of activities to support the teaching and learning within the subject via REAL PE with some Cornerstones activities that link the topic specifically into this subject. Data showed increased participation.	REAL PE training on Tuesday 2nd September to update and refresh staff on REAL PE. Ensuring curriculum is embedded and progression documents used to implement the intended outcomes. Through monitoring, ensuring planned learning is delivered effectively. Ensuring staff subject knowledge supports the drive for a more varied opportunities in PE and it does not become too games reliant.

How does the curriculum build pupils' technical vocabulary / conceptual understanding?

Progression of knowledge and skills. Teachers aware of previous learning, vocabulary and are increasingly aware of the conceptual understanding for PE.

Key indicator 4: Broader experience of a range and activities offered to all pupils				Percentage of total allocation:
What is your opinion/understanding of the link between curriculum, teaching and impact?				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Increase number of clubs in school linked to physical activity. Children to be lifelong advocates for healthy lifestyles and PE. To provide a varied diet of PE.	Participation in school clubs has increased. Children are positive about PE in pupil interviews.	£0 £500	Data showing that most children accessing PE at the expected standard. Pupils enjoy PE at our school. Those children attending after lockdown all completed the Active Mile daily. Visually most children are active and not obese.	Pupils need more progression of core PE to avoid repetition and build more competitive culture. To gain experience of competition and opportunities for this competition to understand that sport helps them to become more social, apply fair play and know how to win and lose. Continue to introduce a wider range of activities as wider connections are made.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To increase all children's opportunity to take part in competitive sport. This includes children who are reluctant to take part.	<p>Y2 and Y5/6 EIS Indoor Athletics. This included children who are usually reluctant to take part in competitions.</p> <p>Y5/6 Flag Football sessions completed.</p> <p>Y4 football training session after school had started.</p> <p>Y5/6 football club completed.</p> <p>Class competitions completed: Y4 water polo, Y3 Olympics athletics competition.</p>	£1,100	<p>Our progressive curriculum and enrichment opportunities, have allowed pupils to experience a variety of sports.</p> <p>Certificates and competitions celebrated in assemblies.</p>	<p>Enter all completions offered through sports partnership when safe to do so in new academic year.</p> <p>Continue to work alongside Nathan Barthrop to develop inter competitions.</p>

Signed off by	
Head Teacher:	P M Burgess

Date:	17/7/2020
Subject Leader:	B Stevens
Date:	17/7/2020
Governor:	
Date:	